(b) The neighbourhood school plan has been viewed as an integral part of the Common School System by the various commissions and groups on school education. The National Policy on Education, 1986 called for taking effective measures in the direction of the Common School System. The policy also recommended establishment of a national system of education implying that 'up to a given level, all students irrespective of caste, creed. location or se.x have access to education of a comparable qualtv. M'lin'enance of a broad commonality of standards in all the schools of the country has been sought to be achieved by the following ways:—

(i) Making available to all the schools, a broadly uniform pattern of sylahi text books designed on the bash of National Curricular Framework for elementarv. secondary and higher se condary education brought out by the N.C.E.R.T.

(ii) Requiring all the school's sending theirstudents for Board Examinations to be affiliated to the concerned State Board, the CRSE or the Council for the Indian Schools Certificate Examinations, as the case may be and thereby to follow the syllabi/textbooks prescribed by the respective Board designed on the basis of the National Curricular Framework.

(iii) Improving the physical facilities and other educationalinputs in schools through a number of Centrally Sponsored Schemes and programmes.

Decentralisation of CBSE and ICSE

4136. SHPI SYF.D SUBTEY RAZI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Central Board of Secondary Education has been conducting some examinations every year:

(b) if so. the names of such examinations with the names of institutions: brought under its purview;

(c) whether some other organisation viz. Indian Certificate School Examination has also been conducting; some examinations in the country;

(d) if so, the names of examinations with names of the institutions brought under its purview:

(e) whether Government propose to ask these organisations to decentraliw their set up: and

(f) if so, the details thereof and not. the reasons therefor?

THE MINISTER OF HUMAN KB-SOURCE DEVELOPMENT (SHlI ARIUN SINGH): (a) Yes, Sir.

(b) The Central Board of Secondary Education (CBSE) conducts the follow ing Examinations every years

(i) All India/Delhi Secondary school Examination (Class X)

(ii) All India Delhi Senior School Certificate Examination (Class XH)

Students studying in the schools affiliated to the CBSE all over the country. students of Patrachar Vidyalaya, Delhi and Private Girl candidates of Delhi are eligible to appear in the Examinations conducted by the Board.

CBSE also conducts the All India Pre-Medical/Pre-Dentai Entrance Examination for admission of students *to* various medical colleges throughout the country against the 15 per cent quota reserved for such students.

(c) and (d) The Council for the Indian School Certificate Examinations (CISCE) conducts the Indian Certificate of Secondary Education (Class X) and the Indian School Certificate (Class XIP Examinations.

Students studying are eligible to appear in the Examination conducted by the CISCE.

(e) and (f) The CBSE has already decentralised its activities by setting up its Regional Offices at Delhi, Madras, Chandigarh, Ajmer, Ranch! and GnNm-hati. As per information received from the CISCE, it has no immediate plan

to decentralise its set up The CISCE feels tibial its main office in New Delhi is able to meet the needs of the schools affiliated to it

National Mathematics olympiad contest

4137. SHRI SYED SIBTEY RAZI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Delhi Association of Mathematics Teachers (India) has or-ganred National Mathematics Olympiad contest of Junior level on 9th February, 1992 in Kendriya Vidyalayas throughout the country?

(b) if so, the details with objectives

(c) what was the result of this contest;

(d) whether Government propose to ask the Association to impart free coaching of methematics in all Kendriya Vidyalayas from next academic session •to cause better results in future; and

(e) if so, the details thereof, and if not, the reasons therefor?

THE MINISTER. OP HUMAN RE-SOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) Yes, 'Sir. Delhi Association of Methematics Teachers which is a registered body organised National Mathematics Olympiad Contest of Junior level on 9th February, 1992 in 113 Kendriya Vidya-layas. The contest was conducted for 78,000 students with the objective of promoting school Methematics activities among them.

(c) The result of the contest has not been published.

(d) No, Sir.

(e) This would not be a reasonable "request to make of the Association.

4138. *(Transferred to the 25th March* 1992).

Memorandum from Kendriya VMyatay* Vice-Principals' forum

4139. SHRIMATI BIJOYA CHAKRA-VAR.TY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether he has received a Me-morandBm from the newly formed Vidyalaya Vice-Principal Forumr, and

(b) if so, what are the details of their demands and grievances?

THE MINISTER OF HUMAN RE-SOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) A memorandum dated 17-3-1992 has been sulb-mitted by the said Kendriya Vidyalaya Vice-Principals' Forum. A copy is annexed as statement.

Statement

KENDRIYA VIDYALAYA VICE-PRINCIPALS FORUM

General Secretary

c/o Kendriya Vidyalaya No. 1, BHU Campus, VARANASI-221005 (U.P.)

MEMORANDUM SUBMITTED TO

The Hon'ble Minister of HRD and Chairman,

KVS, Kunwar Arjun Singh

on The 17th of

March, 1992

Sir,

The Vice-JMncipals of the Kendriya Vidyalayas are a frustrated lot thanks fto tha anomalies in the existing pay scales, service conditions etc. prevailing as at present. We are sandwitched between the teachers on the one side and the Principals on the other without having any status/locus standi. Our griev-ences/problems have never been taken cognisance of. Impelled by desparation, ttortynine of us cashed in on the opportunity during the in-service course presently being conducted in New Delhi and decided to « form the KV Vice-Principals' Forum with lofty ideals of enhancing our academic growth and professional competence besides getting out